



August 2009

**DEPARTMENT OF EDUCATION**  
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Comprehensive Assessment System is the State's measure of student progress in achieving the State standards known as *Learning Results*. The Maine Educational Assessment (MEA) is administered in grades 3 through 8 to meet these state assessment requirements. Since the spring of 2006, the SAT Reasoning Test™ (SAT) has been administered to students in their third year of high school in place of the MEA for state and federal purposes. The move from the MEA to the SAT in grade 11 was made to encourage all students in the goal of attaining college and high-level workplace readiness as well as to measure academic achievement. This year, the mathematics portion of the SAT Reasoning Test™ was augmented with 11 additional mathematics items (the Math-A test) to more fully measure Maine's *Learning Results*. The assessment continues to include science testing, which resumed last year after a two-year hiatus. The combined set of tests comprises the Maine High School Assessment (MHSA).

These 2008-2009 Maine High School Assessment Summary Reports contain the results of student performance in critical reading, mathematics, writing, and science reported according to the academic standards described above and disaggregated by student and school characteristics. The MHSA achievement level standards for the 2009 critical reading, writing, mathematics and science sections of the MHSA were determined by Maine educators with specific expertise within the content areas. This report, together with individual student and subject-specific student roster reports, provides support for use in program evaluation and planning. All scores contained in these reports are included for Maine state and federal reporting purposes only. While scores from the SAT may also be used for college admission by most students, they may not be used for that purpose if a student received accommodations during the test administration that exceeded those made available by the College Board.

These results reflect scores based on SAT, Math-A, and Science test questions that were taken by over 15,000 students who were enrolled in their third year of high school across all Maine public schools. The MHSA employs an assessment design that requires students to create a written response to a writing prompt, generate answers to open-ended mathematics and science questions, and in all subjects, select answers to multiple-choice questions. More information about the design, history, and use of the SAT can be found at: [http://www.maine.gov/education/sat\\_initiative/](http://www.maine.gov/education/sat_initiative/).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and graduate from any Maine high school prepared for college, career, and citizenship.

Sincerely,

Susan A. Gendron  
Commissioner of Education

*Maine*  
**High School**  
*Assessment*

# High School Report

Test Date: May 2009  
Code: 12091529  
SAU: MSAD 15  
School: Gray-New Gloucester High School

## Contents of the Report

The report is divided into six main sections including a section describing the students tested and a separate section for the results in each content area.

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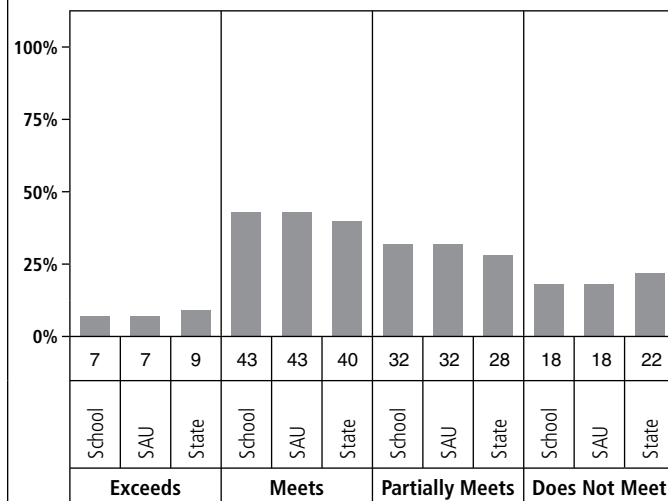
# SUMMARY OF SCORES

Test Date: May 2009  
SAU: MSAD 15  
School: Gray-New Gloucester High School

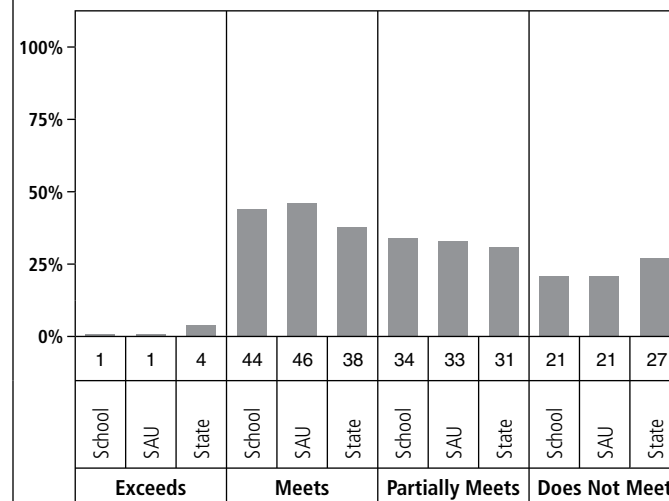
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>Critical Reading</b>			
2006–2007	1142	1142	1141
2007–2008	1138	1139	1141
<b>2008–2009</b>	<b>1141</b>	<b>1141</b>	<b>1141</b>
Cum Average*	1140	1141	1141
<b>Mathematics</b>			
2006–2007	1141	1141	1140
2007–2008	1139	1140	1141
<b>2008–2009</b>	<b>1141</b>	<b>1141</b>	<b>1141</b>
Cum Average*	1140	1141	1141
<b>Writing</b>			
2006–2007	1141	1141	1141
2007–2008	1137	1137	1140
<b>2008–2009</b>	<b>1140</b>	<b>1140</b>	<b>1140</b>
Cum Average*	1139	1139	1140
<b>Science</b> <b>2008–2009**</b>	<b>1142</b>	<b>1142</b>	<b>1140</b>

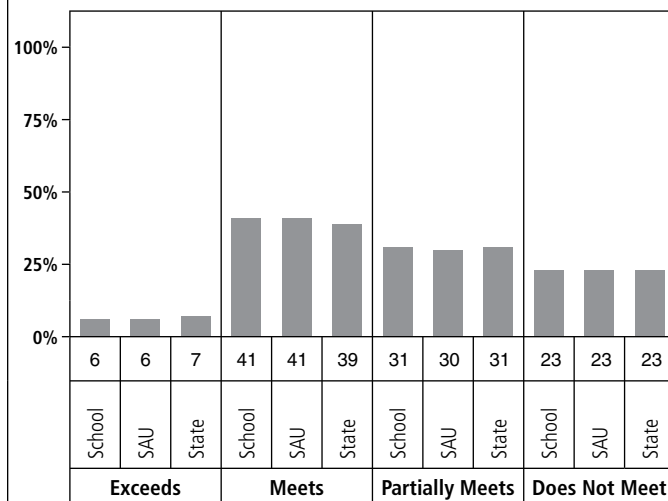
## CRITICAL READING



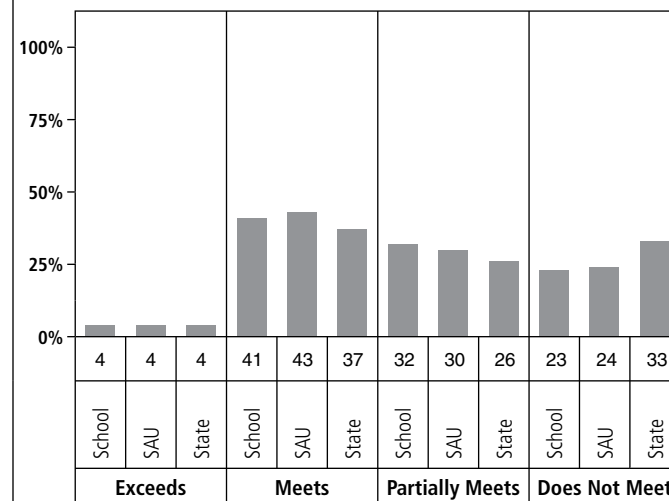
## MATHEMATICS



## WRITING



## SCIENCE



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

\*\*Because science standards were reset in May 2009, no historical data are available.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: May 2009  
 SAU: MSAD 15  
 School: Gray-New Gloucester High School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																							
							Critical Reading						Mathematics						Writing						Science					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Total number of students	135	100	131	100	15632	100	131	97	127	97	14928	96	131	97	127	97	15274	98	131	97	127	97	14926	96	130	96	126	96	15079	97
Ethnicity African American/Black	3	2	3	2	341	2	3	100	3	100	310	91	3	100	3	100	322	95	3	100	3	100	309	91	3	100	3	100	317	93
American Indian or Native Alaskan	0	0	0	0	111	1	0	0	0	0	101	91	0	0	0	0	107	96	0	0	0	0	101	91	0	0	0	0	103	93
Asian or Pacific Islander	2	1	2	2	241	2	2	100	2	100	221	92	2	100	2	100	229	95	2	100	2	100	221	92	2	100	2	100	227	94
Hispanic	1	1	1	1	166	1	1	100	1	100	156	94	1	100	1	100	162	98	1	100	1	100	156	94	1	100	1	100	155	93
Caucasian/White	129	96	125	95	14773	95	125	97	121	97	14140	96	125	97	121	97	14454	98	125	97	121	97	14139	96	124	96	120	96	14277	97
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Identified disability	21	16	21	16	2327	15	18	86	18	86	2108	91	18	86	18	86	2200	95	18	86	18	86	2099	91	18	86	18	86	2140	92
Current LEP	0	0	0	0	262	2	0	0	0	0	232	89	0	0	0	0	246	94	0	0	0	0	231	88	0	0	0	0	240	92
Economically disadvantaged	27	20	27	21	4634	30	26	96	26	96	4263	92	26	96	26	96	4451	96	26	96	26	96	4262	92	26	96	26	96	4383	95
Migrant	0	0	0	0	5	0	0	0	0	0	4	80	0	0	0	0	5	100	0	0	0	0	4	80	0	0	0	0	5	100

MODE OF PARTICIPATION <sup>3</sup>	Critical Reading						Mathematics						Writing						Science					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	N		N		N		N		N		N		N		N		N		N		N		N	
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Participation without accommodations	114	84	110	84	13079	84	114	84	110	84	13417	86	114	84	110	84	13084	84	113	84	109	83	13288	85
Identified disability (PET/IEP)	5	4	5	5	727	6	5	4	5	5	814	6	5	4	5	5	725	6	5	4	5	5	802	6
LEP	0	0	0	0	170	1	0	0	0	0	181	1	0	0	0	0	170	1	0	0	0	0	177	1
504 plan	0	0	0	0	238	2	0	0	0	0	245	2	0	0	0	0	238	2	0	0	0	0	241	2
Participation with accommodations	13	10	13	10	1626	10	13	10	13	10	1636	10	13	10	13	10	1624	10	13	10	13	10	1579	10
Identified disability (PET/IEP)	9	69	9	69	1158	71	9	69	9	69	1165	71	9	69	9	69	1156	71	9	69	9	69	1126	71
LEP	0	0	0	0	56	3	0	0	0	0	59	4	0	0	0	0	55	3	0	0	0	0	57	4
504 plan	0	0	0	0	79	5	0	0	0	0	79	5	0	0	0	0	80	5	0	0	0	0	77	5
Other	4	31	4	31	360	22	4	31	4	31	360	22	4	31	4	31	360	22	4	31	4	31	345	22
Participation through alternate assessment (PAAP)	4	3	4	3	223	1	4	3	4	3	221	1	4	3	4	3	218	1	4	3	4	3	212	1
Identified disability (PET/IEP)	4	100	4	100	223	100	4	100	4	100	221	100	4	100	4	100	218	100	4	100	4	100	212	100
LEP	0	0	0	0	6	3	0	0	0	0	6	3	0	0	0	0	6	3	0	0	0	0	6	3
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Approved non-participation in reading – 1st year LEP	0	0	0	0	0	0																		
Approved non-participation – special consideration	0	0	0	0	24	0	0	0	0	0	34	0	0	0	0	0	24	0	0	0	0	0	26	0
Non-participation – other	4	3	4	3	680	4	4	3	4	3	324	2	4	3	4	3	682	4	5	4	5	4	527	3

<sup>1</sup>Percents are the percentage of students enrolled in each participation category.

<sup>2</sup>Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

<sup>3</sup>Percents are the percentage of students in each content area by mode.

# CRITICAL READING RESULTS

Test Date: May 2009  
 SAU: MSAD 15  
 School: Gray-New Gloucester High School

**ACHIEVEMENT LEVELS:** Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the reading standards for achieving Maine's *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within reading at the grade level assessed. Evidence includes responses to multiple-choice items in an "on demand" setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by applying a variety of reasoning skills and prior knowledge as the student draws in-depth inferences, analyzes texts for subtle clues, synthesizes information across texts, and uses knowledge of text structures and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 1162-1180)	2006-2007	12	8	11	8	1168	8
	2007-2008	6	4	7	5	1184	8
	<b>2008-2009</b>	<b>9</b>	<b>7</b>	<b>9</b>	<b>7</b>	<b>1339</b>	<b>9</b>
	Cum. Total*	27	6	27	6	3691	8
<b>Meets the Standards</b> – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by applying a variety of reasoning skills and prior knowledge as the student draws inferences, identifies summary statements, connects ideas within and across texts, and uses knowledge of text structures and literary devices to increase comprehension. (scaled score 1142-1160)	2006-2007	57	38	54	38	5714	38
	2007-2008	60	36	56	37	5885	40
	<b>2008-2009</b>	<b>54</b>	<b>43</b>	<b>53</b>	<b>43</b>	<b>5897</b>	<b>40</b>
	Cum. Total*	171	39	163	39	17496	40
<b>Partially Meets the Standards</b> – The student's work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student's ability to use a variety of reasoning skills and prior knowledge varies depending on the texts as s/he draws inferences, identifies summary statements, connects ideas within and across texts, and uses knowledge of text structures and literary devices to support comprehension. (scaled score 1130-1140)	2006-2007	60	40	58	41	4728	31
	2007-2008	54	33	51	33	4093	28
	<b>2008-2009</b>	<b>41</b>	<b>32</b>	<b>39</b>	<b>32</b>	<b>4169</b>	<b>28</b>
	Cum. Total*	155	35	148	35	12990	29
<b>Does Not Meet the Standards</b> – The student's work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student's responses are often incorrect leaving the impression that the student found it difficult to use a variety of reasoning skills and prior knowledge as s/he draws inferences, identifies summary statements, connects ideas within and across texts, or uses knowledge of text structures and literary devices to support comprehension. (scaled score 1100-1128)	2006-2007	21	14	18	13	3444	23
	2007-2008	45	27	39	25	3417	23
	<b>2008-2009</b>	<b>23</b>	<b>18</b>	<b>22</b>	<b>18</b>	<b>3255</b>	<b>22</b>
	Cum. Total*	89	20	79	19	10116	23

# CRITICAL READING RESULTS BY REPORTING SUBGROUPS

Test Date: May 2009  
SAU: MSAD 15  
School: Gray-New Gloucester High School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	127	9	7	54	43	41	32	23	18	1141	123	7	43	32	18	1141	14660	9	40	28	22	1141
<b>Ethnicity</b>																						
African American/Black	3										3						303	3	23	27	47	1133
American Indian or Native Alaskan	0										0						100	5	27	30	38	1135
Asian or Pacific Islander	2										2						219	11	34	28	26	1141
Hispanic	1										1						151	3	34	33	30	1137
Caucasian/White	121	9	7	50	41	41	34	21	17	1141	117	8	42	33	17	1141	13887	9	41	28	21	1141
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	14	0	0	3	21	4	29	7	50	1132	14	0	21	29	50	1132	1865	1	11	24	64	1127
No	113	9	8	51	45	37	33	16	14	1143	109	8	46	32	14	1143	12795	10	45	29	16	1143
<b>Current LEP</b>																						
Yes	0										0						225	0	9	22	68	1126
No	127	9	7	54	43	41	32	23	18	1141	123	7	43	32	18	1141	14435	9	41	29	21	1141
<b>Economically disadvantaged</b>																						
Yes	24	0	0	7	29	9	38	8	33	1134	24	0	29	38	33	1134	4120	3	30	32	35	1136
No	103	9	9	47	46	32	31	15	15	1143	99	9	46	30	14	1143	10540	11	44	27	17	1143
<b>Migrant</b>																						
Yes	0										0						3					
No	127	9	7	54	43	41	32	23	18	1141	123	7	43	32	18	1141	14657	9	40	28	22	1141
<b>Gender</b>																						
Female	54	6	11	25	46	14	26	9	17	1144	52	12	46	25	17	1144	7098	10	43	29	18	1142
Male	73	3	4	29	40	27	37	14	19	1140	71	4	41	37	18	1140	7562	9	37	28	26	1140
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						291	3	28	28	41	1135
No	127	9	7	54	43	41	32	23	18	1141	123	7	43	32	18	1141	14369	9	40	28	22	1141
<b>Gifted/talented program</b>																						
Yes	1										1						520	52	45	3	1	1161
No	126	8	6	54	43	41	33	23	18	1141	122	7	43	32	18	1141	14140	8	40	29	23	1140

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# MATHEMATICS RESULTS

Test Date: May 2009  
SAU: MSAD 15  
School: Gray-New Gloucester High School

**ACHIEVEMENT LEVELS:** Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the mathematics standards for achieving Maine's *Learning Results*. Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within mathematics at the grade level assessed. Evidence includes responses to a combination of multiple-choice items and items requiring student-created responses in an "on demand" setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student's work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information, analyze and solve difficult or unfamiliar problems, and apply complex concepts. (scaled score 1162-1180)	2006-2007	4	3	4	3	578	4
	2007-2008	4	2	4	3	637	4
	<b>2008-2009</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>596</b>	<b>4</b>
	Cum. Total*	9	2	9	2	1811	4
<b>Meets the Standards</b> – The student's work demonstrates an understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student's responses demonstrate the ability to reason, analyze and solve problems, and apply concepts. (scaled score 1142-1160)	2006-2007	60	39	57	39	5481	36
	2007-2008	55	33	51	33	5508	37
	<b>2008-2009</b>	<b>56</b>	<b>44</b>	<b>56</b>	<b>46</b>	<b>5674</b>	<b>38</b>
	Cum. Total*	171	38	164	39	16663	37
<b>Partially Meets the Standards</b> – The student's work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems and apply concepts. (scaled score 1134-1140)	2006-2007	48	31	46	32	4754	31
	2007-2008	62	37	58	38	5065	34
	<b>2008-2009</b>	<b>43</b>	<b>34</b>	<b>40</b>	<b>33</b>	<b>4622</b>	<b>31</b>
	Cum. Total*	153	34	144	34	14441	32
<b>Does Not Meet the Standards</b> – The student's work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems and apply concepts. (scaled score 1100-1132)	2006-2007	42	27	38	26	4607	30
	2007-2008	46	28	41	27	3660	25
	<b>2008-2009</b>	<b>27</b>	<b>21</b>	<b>26</b>	<b>21</b>	<b>4116</b>	<b>27</b>
	Cum. Total*	115	26	105	25	12383	27

# MATHEMATICS RESULTS BY REPORTING SUBGROUPS

Test Date: May 2009  
SAU: MSAD 15  
School: Gray-New Gloucester High School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	127	1	1	56	44	43	34	27	21	1141	123	1	46	33	21	1141	15008	4	38	31	27	1141
<b>Ethnicity</b>																						
African American/Black	3										3						315	1	15	29	56	1134
American Indian or Native Alaskan	0										0						106	1	20	31	48	1134
Asian or Pacific Islander	2										2						227	11	41	28	21	1144
Hispanic	1										1						157	1	27	25	46	1136
Caucasian/White	121	1	1	54	45	40	33	26	21	1141	117	1	46	32	21	1141	14203	4	39	31	27	1141
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	14	0	0	0	0	5	36	9	64	1133	14	0	0	36	64	1133	1959	0	7	19	73	1130
No	113	1	1	56	50	38	34	18	16	1142	109	1	51	32	16	1142	13049	5	42	33	21	1142
<b>Current LEP</b>																						
Yes	0										0						239	0	14	24	62	1132
No	127	1	1	56	44	43	34	27	21	1141	123	1	46	33	21	1141	14769	4	38	31	27	1141
<b>Economically disadvantaged</b>																						
Yes	24	0	0	7	29	8	33	9	38	1138	24	0	29	33	38	1138	4306	1	24	33	42	1136
No	103	1	1	49	48	35	34	18	17	1142	99	1	49	32	17	1142	10702	5	43	30	21	1142
<b>Migrant</b>																						
Yes	0										0						4					
No	127	1	1	56	44	43	34	27	21	1141	123	1	46	33	21	1141	15004	4	38	31	27	1141
<b>Gender</b>																						
Female	54	0	0	24	44	17	31	13	24	1140	52	0	46	29	25	1140	7248	3	38	33	27	1140
Male	73	1	1	32	44	26	36	14	19	1141	71	1	45	35	18	1141	7760	5	38	29	28	1141
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						293	1	23	37	39	1137
No	127	1	1	56	44	43	34	27	21	1141	123	1	46	33	21	1141	14715	4	38	31	27	1141
<b>Gifted/talented program</b>																						
Yes	1										1						521	31	63	4	2	1157
No	126	1	1	55	44	43	34	27	21	1141	122	1	45	33	21	1141	14487	3	37	32	28	1140

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# WRITING RESULTS

Test Date: May 2009  
SAU: MSAD 15  
School: Gray-New Gloucester High School

**ACHIEVEMENT LEVELS:** Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the writing standards for achieving Maine's *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within writing at the grade level assessed. Evidence includes responses to a combination of multiple-choice items and items requiring student-created responses in an "on demand" setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student's responses demonstrate skillful ability to select clear, precise sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity, precision and overall effectiveness of a passage. The student's essay demonstrates an effectively developed and insightful point of view on the issue and outstanding critical thinking, with clearly appropriate examples, reasons, and other evidence to support a position. The essay is well-organized and clearly focused, demonstrating clear coherence and smooth progression of ideas and free of most errors in grammar, usage, and mechanics. (scaled score 1162-1180)	2006-2007	4	3	4	3	937	6
	2007-2008	3	2	4	3	962	7
	<b>2008-2009</b>	<b>7</b>	<b>6</b>	<b>7</b>	<b>6</b>	<b>1062</b>	<b>7</b>
	Cum. Total*	14	3	15	4	2961	7
<b>Meets the Standards</b> – The student's responses demonstrate ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student's essay demonstrates an effectively developed point of view on the issue and strong critical thinking, with generally appropriate examples, reasons, and other evidence to support a position. The essay is well-organized and focused, demonstrating coherence and progression of ideas and generally free of most errors in grammar, usage, and mechanics. (scaled score 1142-1160)	2006-2007	72	48	68	48	6167	41
	2007-2008	61	37	55	36	5564	38
	<b>2008-2009</b>	<b>52</b>	<b>41</b>	<b>51</b>	<b>41</b>	<b>5706</b>	<b>39</b>
	Cum. Total*	185	42	174	42	17437	39
<b>Partially Meets the Standards</b> – The student's responses demonstrate inconsistent ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student's essay demonstrates a developed point of view on the issue and some critical thinking, but may do so inconsistently or with inadequate examples, reasons, or other evidence to support a position. The essay is generally organized and focused, but may demonstrate some lapses in coherence or progression of ideas and may contain errors in grammar, usage, and mechanics. (scaled score 1130-1140)	2006-2007	49	33	46	33	4723	31
	2007-2008	56	34	53	35	4679	32
	<b>2008-2009</b>	<b>39</b>	<b>31</b>	<b>37</b>	<b>30</b>	<b>4487</b>	<b>31</b>
	Cum. Total*	144	33	136	33	13889	31
<b>Does Not Meet the Standards</b> – The student's responses demonstrate limited ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student's essay demonstrates a vague or seriously limited point of view on the issues and weak critical thinking, with inappropriate or insufficient examples, reasons, or other evidence to support a position. The essay is poorly organized and/or focused and may contain an accumulation of errors in grammar, usage, and mechanics that interfere with understanding the message of the essay. (scaled score 1100-1128)	2006-2007	25	17	23	16	3227	21
	2007-2008	45	27	41	27	3376	23
	<b>2008-2009</b>	<b>29</b>	<b>23</b>	<b>28</b>	<b>23</b>	<b>3408</b>	<b>23</b>
	Cum. Total*	99	22	92	22	10011	23



# WRITING RESULTS BY REPORTING SUBGROUPS

Test Date: May 2009  
SAU: MSAD 15  
School: Gray-New Gloucester High School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	127	7	6	52	41	39	31	29	23	1140	123	6	41	30	23	1140	14663	7	39	31	23	1140
<b>Ethnicity</b>																						
African American/Black	3										3						302	2	22	32	44	1133
American Indian or Native Alaskan	0										0						100	2	23	35	40	1134
Asian or Pacific Islander	2										2						219	10	37	27	26	1141
Hispanic	1										1						151	4	29	32	35	1135
Caucasian/White	121	7	6	49	40	37	31	28	23	1140	117	6	41	30	23	1140	13891	7	40	31	23	1140
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	14	0	0	2	14	2	14	10	71	1127	14	0	14	14	71	1127	1861	0	8	21	71	1125
No	113	7	6	50	44	37	33	19	17	1142	109	6	45	32	17	1142	12802	8	43	32	16	1142
<b>Current LEP</b>																						
Yes	0										0						224	0	8	28	64	1127
No	127	7	6	52	41	39	31	29	23	1140	123	6	41	30	23	1140	14439	7	39	31	23	1140
<b>Economically disadvantaged</b>																						
Yes	24	0	0	6	25	8	33	10	42	1133	24	0	25	33	42	1133	4121	2	27	33	38	1134
No	103	7	7	46	45	31	30	19	18	1142	99	7	45	29	18	1142	10542	9	44	30	18	1142
<b>Migrant</b>																						
Yes	0										0						3					
No	127	7	6	52	41	39	31	29	23	1140	123	6	41	30	23	1140	14660	7	39	31	23	1140
<b>Gender</b>																						
Female	54	5	9	24	44	18	33	7	13	1143	52	10	44	33	13	1143	7103	9	43	31	17	1143
Male	73	2	3	28	38	21	29	22	30	1138	71	3	39	28	30	1138	7560	6	35	30	30	1138
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						291	3	25	36	35	1135
No	127	7	6	52	41	39	31	29	23	1140	123	6	41	30	23	1140	14372	7	39	30	23	1140
<b>Gifted/talented program</b>																						
Yes	1										1						520	43	52	3	1	1159
No	126	6	5	52	41	39	31	29	23	1140	122	5	42	30	23	1140	14143	6	38	32	24	1139

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# SCIENCE RESULTS

Test Date: May 2009  
SAU: MSAD 15  
School: Gray-New Gloucester High School

**ACHIEVEMENT LEVELS:** Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the science standards for achieving Maine's *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within science at the grade level assessed. Evidence includes responses to a combination of multiple-choice items and items requiring student-created responses in an "on demand" setting.

**Exceeds the Standards** – The student's work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information, analyze and solve difficult problems, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (scaled score 1162-1180)

2008-2009\*

**Meets the Standards** – The student's work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student's responses demonstrate the ability to analyze and solve routine problems and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (scaled score 1142-1160)

2008-2009\*

**Partially Meets the Standards** – The student's work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (scaled score 1134-1140)

2008-2009\*

**Does Not Meet the Standards** – The student's work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems. Explanations are illogical, incomplete, or missing. There are many inaccuracies. (scaled score 1100-1132)

2008-2009\*

## STUDENTS AT EACH ACHIEVEMENT LEVEL

School		SAU		State	
N	%	N	%	N	%
5	4	5	4	602	4
52	41	52	43	5431	37
40	32	36	30	3876	26
29	23	29	24	4958	33

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Science Total Points	56	100	24.58	43.9	24.75	44.2	22.76	40.6
D. The Physical Setting	34	61	14.93	43.9	15.05	44.3	13.63	40.1
D1/D2 Earth/Space	14	25	6.81	48.6	6.86	49.0	6.05	43.2
D3/D4 Matter and Energy/Force and Motion	20	36	8.12	40.6	8.19	41.0	7.58	37.9
E. The Living Environment	22	39	9.65	43.9	9.71	44.1	9.13	41.5

The MHSA assesses students' science knowledge based on questions that measure the science accountability content standards highlighted in Maine's 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

### Content Standard D. The Physical Setting

- D1 - Universe and Solar System
- D2 - Earth
- D3 - Matter and Energy
- D4 - Force and Motion

### Content Standard E. The Living Environment

- E1 - Biodiversity
- E2 - Ecosystems
- E3 - Cells
- E4 - Heredity and Reproduction
- E5 - Evolution

# SCIENCE RESULTS BY REPORTING SUBGROUPS

Test Date: May 2009  
SAU: MSAD 15  
School: Gray-New Gloucester High School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	126	5	4	52	41	40	32	29	23	1142	122	4	43	30	24	1142	14867	4	37	26	33	1140
<b>Ethnicity</b>																						
African American/Black	3										3						311	1	18	20	61	1133
American Indian or Native Alaskan	0										0						102	1	19	30	50	1135
Asian or Pacific Islander	2										2						225	5	40	20	36	1141
Hispanic	1										1						152	2	23	18	57	1136
Caucasian/White	120	5	4	49	41	38	32	28	23	1142	116	4	42	29	24	1142	14077	4	37	26	32	1141
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	14	0	0	1	7	4	29	9	64	1134	14	0	7	29	64	1134	1928	0	9	18	72	1131
No	112	5	4	51	46	36	32	20	18	1143	108	5	47	30	19	1143	12939	5	41	27	28	1142
<b>Current LEP</b>																						
Yes	0										0						234	0	10	11	79	1129
No	126	5	4	52	41	40	32	29	23	1142	122	4	43	30	24	1142	14633	4	37	26	33	1140
<b>Economically disadvantaged</b>																						
Yes	24	0	0	8	33	7	29	9	38	1138	24	0	33	29	38	1138	4264	2	24	26	47	1136
No	102	5	5	44	43	33	32	20	20	1143	98	5	45	30	20	1143	10603	5	41	26	28	1142
<b>Migrant</b>																						
Yes	0										0						4					
No	126	5	4	52	41	40	32	29	23	1142	122	4	43	30	24	1142	14863	4	37	26	33	1140
<b>Gender</b>																						
Female	54	1	2	19	35	18	33	16	30	1140	52	2	37	31	31	1140	7179	2	32	29	37	1139
Male	72	4	6	33	46	22	31	13	18	1143	70	6	47	29	19	1143	7688	6	40	23	30	1142
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						287	2	23	26	49	1136
No	126	5	4	52	41	40	32	29	23	1142	122	4	43	30	24	1142	14580	4	37	26	33	1140
<b>Gifted/talented program</b>																						
Yes	1										1						517	28	65	6	1	1156
No	125	4	3	52	42	40	32	29	23	1141	121	3	43	30	24	1142	14350	3	35	27	35	1140

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number